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best be met and corrected through stories which emphasize the usefulness of the flowers in their aesthetic relations.

The remaining two weeks will be spent at the lake shore, playing in the sand, sailing boats of our own construction, watching the work of the waves, the changes of color on the water, and investigating the value of this great body of water to the plant and animal life near it.

Thus the unifying of the whole work will come about through relating this great agent of life to the fertility of all the surrounding country.

The materials used will be:

Large blocks that the children may carry about in small wheelbarrows or in their arms, clay, water-color paints, sand, blackboards, garden tools, scissors and paper, and cord for jumping-ropes.

Games: romping, imitative, and directed games; dramatization of songs or stories; free plays with toys made by the children, rhythmic games and marching (on cool days only).

Songs appropriately chosen from song books by Eleanor Smith, Patty and Mildred Hill, Jessie Gaynor, and Mrs. Riley; Walker and Jenks, Neidlinger, etc.

Stories—From any source most useful,

Round Table Discussions

Under the Department of Applied Pedagogy there will be two round table periods a week.

I. For one afternoon hour each week the students will be given an opportunity of meeting the teachers of the Model School. It is desired that these meetings be as informal as possible, as their sole purpose is to answer questions and explain the work observed.

This period will be free to all students interested in the Model School.

2. During the other round table period various teachers, in separate classes, will present each a series of six lessons upon a given subject, as outlined below.

All students taking four courses will be admitted to any one of these classes, but they are requested to attend regularly the class first selected, the lessons being so related that each one is dependent upon the others of the series.

Series of Six Lessons upon Order and Management

Katharine Stilwell

THESIS.—The teacher's ideal of order is limited by his ideal of education. As the old ideals of education are modified, different standards of order and different methods of school management must prevail.

I. What is Education? What is Order? Relation of order to the ideal of education as illustrated by various schools. 1. Hyde Park High School. 2. John Crerar School. 3. University Elementary School, etc.

II. Self-Government.—Is it possible? Relation of privilege to responsibility. Liberty

vs. license. Rules. What and who shall make them. Rewards and punishments. The motive of the pupil. The teacher's function.

III. Order as Related to:—1. Observation. 2. Comparison. 3. Reflection. 4. Action.

IV. Relation of Order to the Various Subjects of Study:

1. Nature study and geography. (a) Field work. Preparation. Order in the field. Use of material collected. Expression. (b) Laboratory. Grouping for work. Directions for work. Amount of noise. Care of laboratory.

2. History and civics. What the government of nations may illustrate. Civics used as an aid to self-government. The industrial life of the community and its relation to the order of the schoolroom. Excursions. How to conduct them.

3. Literature and reading. What determines the selection? Effect of dramatic reading. (a) Upon the emotions. (b) Upon orderly expression of the emotions. (c) Upon thinking. (d) Upon doing.

4. Power of music. (a) Brings about harmonious emotion and actions. (b) Selection of songs in their relation to thought. Relation to subjects of study.

5. Expression. Necessity for its use. Kinds. Acquirement of skill. Preparation and care of material used. Order of conducting such exercises.

6. Gymnastics. In relation to order. Military discipline. Effect of co-ordination upon children.

V. The Daily Program.—Proportion of time allotted to the different subjects of study. The difference between a flexible program and a fixed one. Grouping of pupils. Basis of promotions.

VI. Responsibility.—Each for all and all for each. Care of personal and public property. Housekeeping. Hygienic and æsthetic condition of school premises and neighborhood.

VII. Relation of the School to the Community.—Parents' receptions. Children's parties. School entertainments, clubs, etc. The teacher as a citizen of the community.

Series of Six Lessons on the Study of Textile Fabrics

Clara I. Mitchell

With Notes and References for Teachers

I. Study of Samples of Textile Fabrics.—Classification with regard to use; carpets, upholstery, overcoatings, cloakings, men's suitings, women's dress material, cotton fabrics, narrow webs, gauzes, plain lines fabric, household linens, silks, velvets, and laces. Fitness for use dependent upon kind and quality of material, manufacture, weight warmth, absorptive power, design, color, and cost.

Tests for Textile Fabrics.—Ignition: Boiling with caustic soda. Boiling with mercurous nitrate. Boiling with nitric acid. Immersing in mixture of sulphuric and nitric acid, then washing. Moistening with stannous chloride solution, drying and heating. Treating with solution of sodium plumbite.

Tests for Differences between Cotton and Linen.—Immersing in concentrated sulphuric acid for two minutes, washing with water and ammonium hydrate and drying. Treating with alcoholic solution of madder. Treating with alcoholic solution of madder cochineal. Immersion in olive oil. Treating with alcoholic solution of rosolic acid, then with concentrated ammonium hydrate. Iodine and sulphuric acid solution. Ammoniacal solution of copper salts.

II. Qualities to be Considered.—Length of fiber, adaptation to spinning and weaving,

strength, evenness, soundness, durability, fineness, springiness, luster, susceptibility to dyes.

II. Qualities Dependent upon Condition of Culture.—Study of soil, climate, care, and industrial conditions suited to the highest culture of (1) wool, (2) silk, (3) linen, (4) cotton, (5) hemp, (6) jute, (7) ramie.

Areas of production of each. Markets. Centers of manufacture. Transportation. Indoor culture of flax and cotton plant. Raising silk-worms for study. Excursions to sheep farms. Pictures of sheep ranches; shearing. Flax and cotton growing. Silk culture. Hemp, jute, and ramie culture.

IV. Manufacture.—All textile fabrics made by the interlacing of threads. Simplest process probably. Basket weaving as invented by primitive man. Discoveries growing out of necessity and accident. Probable steps to be followed out by children; mat weaving of rushes and twigs; beating of bast fibers for clothing; use of flax plant; discovery of fiber; making thread of fiber; thread of wool; invention of primitive spindle and distaff; use of frames for holding warp; modification of needle into shuttle; use of comb; invention of harness or heddles; gradual perfection of loom. Perfection of spinning machinery from spindle and distaff, hand cards and wheels to complicated carding and spinning machinery. Excursions